* Day 1: Read the book to the class. Introduce it as a non-fiction book. Remind students that a non-fiction book gives us information about real things.

Day 2: Point out feature of non-fiction: bolded words and glossary

* + Clap the syllables of words from the book as kids are seated
  + “Tiger is non-fiction. What does non-fiction mean?” (kids answer) “Non-fiction books give us facts to help us learn. As we read the book today, I’m going to talk about one way that the author helps us learn information.”
  + Read book to class, while pointing out the bolded words. Why are the words darker? BOLD!! As you read, stop every few pages to remind kids of the bold words we have read so far. These words seem important.
  + Show the class the glossary at the end of the book. Have all the kids say the word glossary. Where did we see these words in our book? They are the bold words!
  + Go over the anchor chart with kids. (See picture).
  + Talk about how the glossary shows the meaning of words. Demonstrate how to use the glossary.
  + Pair the kids off and give them non-fiction books to look for bold words and glossaries.

Day 3: Ask the students what kind of book Tiger is – fiction or non-fiction? How do we know it is a non-fiction book? (It has information about tigers.)

* + Yesterday we talked about the words in bold and saw that they were found in the glossary at the end of the book. Everyone say glossary. Let’s look at the glossary together. (Bring it up on the smartboard)
  + Look at the glossary together – point out the words and their meanings. Ask the kids if the words are in any order. ABC order!
  + Writing words in bold and having a glossary at the end is one way that non-fiction books give us information.
  + We will be making our own glossary today during our writing time.
* Day 4: Prep – write bolded words from the story on sentence strips.
  + Talk with the students about what we have learned this week. What is a nonfiction book? (information). Why are these words in bold? What kind of information can we find in a glossary? What order are the words in in the glossary? ABC order.
  + Let’s put the words in ABC order – put words on sentence strips in ABC order on the pocket chart. These words are important words to help us to learn about tigers.
  + Let’s look at our fabulous facts about Tiger. How can words in bold help us to find the most important facts? Use the words in bold to find the facts!!
  + Final read of Tiger.